

THE FEMALE NAVAL OFFICER A  
RECRUITER'S GUIDE TO THE  
AMERICAN WOMAN

Ellen H. Perry

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# NAVAL POSTGRADUATE SCHOOL

## Monterey, California



# THESIS

THE FEMALE NAVAL OFFICER  
A RECRUITER'S GUIDE TO THE AMERICAN WOMAN

by

Ellen H. Perry

June 1981

Thesis Advisor:

Prof. Richard McGonigal

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T200658



REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) The Female Naval Officer A Recruiter's Guide to the American Woman		5. TYPE OF REPORT & PERIOD COVERED Master's Thesis June 1981
7. AUTHOR(s) Ellen H. Perry		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		8. CONTRACT OR GRANT NUMBER(s)
11. CONTROLLING OFFICE NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		12. REPORT DATE June 1981
		13. NUMBER OF PAGES 91
		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Women Officers Motivation Attitudes Behaviors Background		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) A random sample of 251 women officers currently serving on active duty are studied to determine if similarities exist in background, motivational factors, demographic and attitudinal characteristics. If so, recruiters can utilize this information both to determine whether a woman has a positive propensity toward joining the Navy and also to suggest a "plan of attack" to help find those qualified women who have this tendency to join. It is found that certain similarities do exist. From this data, it is concluded that recruiters should increase their recruiting efforts on college		



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The Female Naval Officer  
A Recruiter's Guide to the American Woman

by

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Lieutenant, United States Navy  
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Submitted in partial fulfillment of the  
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL  
June 1981



## ABSTRACT

A random sample of 251 women officers currently serving on active duty are studied to determine if similarities exist in background, motivational factors, demographic and attitudinal characteristics. If so, recruiters can utilize this information both to determine whether a woman has a positive propensity toward joining the Navy and also to suggest a "plan of attack" to help find those qualified women who have this tendency to join.

It is found that certain similarities do exist. From this data, it is concluded that recruiters should increase their recruiting efforts on college campuses, stress that the Navy offers travel, careers with opportunities for advancement, good financial compensation and non-traditional as well as traditional "women's" jobs. Additionally, advertising material should be revised to emphasize women officers participating in non-traditional jobs.



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## I. INTRODUCTION

### A. PROBLEM

The minimum force level for female Naval officers is expected to increase for the current number of 4,730 to 5,860 by FY 1985 [Hazard, 1980]. This increased utilization of women is partially due to the Navy's realization that women represent a valuable under-utilized source of manpower. With the advent of the All-Volunteer Navy, an increasing number of qualified women officers is needed to fill the dwindling male ranks. Additionally, as a response to the continuing pressures from the women's movement, female officers are being assigned to a greater variety of jobs (formerly closed to women) within the Navy.

This continuous expanding demand for female officers has added additional quota requirements to the already over-burdened recruiter. To minimize the cost, time and effort required to successfully sign-up these increasingly needed numbers of qualified female officer candidates, a more effective and efficient plan of action must be developed.

### B. PURPOSE

The purpose of this thesis is to determine an action plan or strategy which can be used by the recruiter to minimize his or her efforts to successfully procure qualified female applicants for the officer corps. The following sections will examine the demographic and attitudinal characteristics of several female Naval officers currently on active duty, as well as their reasons for joining the Naval service. If certain similarities in attitudes, backgrounds, etc., among female officers exist, e.g., 55% of



of all female officers went to large state universities, recruiters may perhaps find it advantageous to concentrate most of their efforts on recruiting at large state universities, instead, for example, at small private colleges. Such information could greatly increase their success in reaching their quotas while minimizing wasted time and effort.

Additionally, utilizing this information, the recruiter could judge, after a short initial interview, whether the inquiring possible applicant has a positive propensity toward joining the Navy and/or can conform to the normative model of those individuals already successfully serving.

Finally, armed with the knowledge of the factors which have had the most influence on female Naval officers in their decision to join the Navy, recruiters may choose to emphasize these factors in his or her "pitch", again increasing his or her probability for success.

## C. BACKGROUND

### 1. General Qualifications for Female Officers

Before attempting any assessment of similarities of attitudes, backgrounds, behaviors, etc., between perspective officer candidates and female officers currently on active duty, in an effort to determine any positive propensity to join the Navy, the recruiter must first determine whether the perspective applicant even meets the basic qualifications required to be considered for acceptance into the female officer programs. Table 1 lists these basic requirements by program, for applicants for each of the major commissioning sources, i.e., Officer Candidate School (OCS), Aviation Officer Candidate School (AOCS), Naval Reserve Officer Training Corps (NROTC), the United States Naval Academy (USNA) and the Officer Indoctrination School (OIS).



TABLE 1  
AVIATION OFFICER CANDIDATE SCHOOL (AOCS) PENSACOLA, FL 15 WEEKS

PROGRAM	AGE	VISION	CITIZENSHIP	EDUCATION	TEST	PROF. TRAINING	OBLIG	SPECIAL NOTES
1375 NAVAL FLIGHT OFFICERS (HFOC)	19-29 AC WAIVERABLE 24 MO'S W/PRIOR SERVICE	20/20 CORRECTABLE NORMAL COLOR DEPTH PERC NOT REQUIRED	U.S.	BS/BA	AQT/FAR 3/3	NAVIG, RIO, BN, ASW, EW	3 YRS FROM DIS- ENROLLMENT OF FLIGHT TRAINING OR 5 YRS FROM WINGS	
1395 AVIATION OFFICER CANDIDATE (AOC)	19-29 AC NO WAIVERS	20/20 NORMAL NORMAL COLOR AND DEPTH PERCEPTION	U.S.	BS/BA	AQT/FAR 3/5	HELLO, PROPS JET	3 YRS FROM DIS- ENROLLMENT OF FLIGHT TRAINING OR 5 YRS FROM WINGS	
1325 AVIATION MAINTENANCE (AMMO)	19-35 AC	20/20 CORRECTABLE NORMAL COLOR AND DEPTH PERCEPTION NOT REQUIRED	U.S.	BS/BA TECH BACKGROUND DESIRED	AQT/FAR 5/4	NARF 2-3 WKS PENSACOLA AMMOOS 16 WKS MILLINGTON TN AVIATION SUPPLY SCHOOL ATHENS 3 WKS	4 YRS FROM COMMI- SION	
1635 AVIATION INTELLIGENCE	19-35 AC	20/20 CORRECTABLE NORMAL COLOR AND DEPTH PERCEPTION REQUIRED	U.S. ALSO F/IMMEDIATE FAMILY	BS/BA	AQT/FAR 5/4	ARMED FORCES AIR INTEL TRNG CENTER DOD INTEL SCHOOL LOWERY AFB, COLORADO	4 YRS FROM COM- MISSION	



TABLE 1 (cont.)  
NAVAL OFFICER SCHOLARSHIP PROGRAMS

PROGRAM	AGE	VISION	CITIZENSHIP	EDUCATION	TEST	BASIC OFFICER TRNG.	OBLIG	BENEFIT
NAVAL RESERVE OFFICERS TRAINING CORPS (NROTC) 3&4 YR SCHOLARSHIP	17 (BY 1 SEPT OF SCHOOL YR) NOT 25 ON OR BEFORE 30 JUN OF GRAD YR (EARLY AGE WAIVERABLE)	20/20 CORRECTABLE (WAIVERABLE) FOR 30% NORMAL COLOR	U.S.	HS/SG OR GED	COMP/NATI WEEKLY DRILL AND ACT 42/24 SUMMER CRUISES OR SAT 950/520	ONLY SUMMER CRUISES	4 YRS ACQU FROM COMMS- SION: OBLIG IN JR YR LEADS TO URL ONLY	BOOKS, TUITION, IN- STRUCTION FEES, UNI- FORMS, PLUS \$100 PER (MAX 40 MONTHS) SUM- MER TRAINING PAY
NROTC 2 YR SCHOLARSHIP	SAME AS ABOVE	SAME AS ABOVE	SAME AS ABOVE	U.S. DIPLO- MA OR GED (PLUS 1 YR CALCULUS W/ 2.0 IN EACH COURSE. NOR- MALLY MATRIC- ULATE TO JR STATUS UPON ENROLLMENT (WAIVERABLE)	NONE	NSI, NEWPORT FOR 6 WKS; WEEKLY DRILL SUMMER CRUISE BE- TWEEN JR/SR YR.	SAME AS ABOVE	MAX 20 MONTHS
NROTC COLLEGIATE 2 OR 4 YR	MAX 27, AT COMMISSION- ING	SAME AS ABOVE	SAME AS ABOVE	TECH MAJOR REQ + 2.0 G.P.A.	N/A	ONLY SUMMER CRUISE BETWEEN JR/SR YR	3 YRS ACQU FROM COMMS- SION: OBLIG RESERVE CONT- MISSION OBLIG IN JR YR LEADS TO URL ONLY	HS BOOKS, UNIFORMS \$100 MONTH FROM JUNIOR YEAR ON (MAX 20 MONTHS)





TABLE 1 (cont.)

## NAVAL OFFICER SCHOLARSHIP PROGRAMS (cont.)

PROGRAM	AGE	VISION	CITIZENSHIP	EDUCATION	TEST	BASIC OFFICER TRNG.	OBLIG	BENEFIT
NAVAL ACADEMY (USNA)	17 BUT NOT 22 BY 01 JUL OF ENTRY YR	20/20 CORRECTABLE, NORMAL COLOR PRE- FERRED	SAME AS ABOVE	HSNG OR GED	CONGRESS- MAN OR SENATOR NOMINEE; PRES. OR V.P. AP- POINTEE	ACADEMY	5 YRS ACAD, 2 YRS EN- LISTED IF DROP JR; 4 YR ENL IF ST YR	MUST BE AND REMAIN SINGLE THRU GRADUA- TION
BOOST: BROADENED OPPORTUNITY FOR OFFICER SELECTION AND TRAINING	NROTC: 19 MAX USNA: 20 MAX BY 30 JUN YR OF ENROLL. INTO BOOST	SAME AS NROTC SCHOOL & OR USNA	U.S.	HSNG - EDUCATION- ALLY DE- PRIVED AND/ OR CULTUR- ALLY DIFFER- ENTIATED	SAT: 460 ACT: (MAY BE WAIVED)	RTC SAN DIEGO JUN THEN SSC SEPT (11 MO.) APPLY FOR NAVAL ACADEMY OR NROTC	9 YRS = BOOST SCHOOL + COL- LEGE + 4 YRS ACTIVE DUTY	PREP TRNG TO COM- PLETE FOR NROTC NAVAL ACADEMY
CCC - C (COLLEGIATE)	19 TO 27, AT COMMISSION	AT FEW RESTRICTIONS	U.S.	2.7 GPA IN ECFPA SCHOOL	OMR	OIS - 6 WKS NEWPORT AFTER GRAD	4 YRS FROM COM- MISSION; 2 YRS PAY AND BENEFITS IN FLEET IF DRUPS	E-3 ACTIVE DUTY



TABLE 1 (cont.)

OCS - NEWPORT, R.I. (16 WEEKS)

PROGRAM	AGE	VISION	CITIZENSHIP	EDUCATION	TEST	PROF. TRAINING	OBLIG	SPECIAL NOTES
1105 WOMAN LTHE	19-35	CORRECTABLE TO 20/20. SPHERICAL NOT MORE +5.5 CYLINDRICAL NOT MORE +3.0 NORMAL COLOR	U.S.	BACCALAUREATE	OAR 40	DEPENDS ON ORDERS	4 YEARS FROM DATE OF COM- MISSION	
1165 SURFACE WARE	SAME AS ABOVE	SAME AS ABOVE	SAME AS ABOVE	SAME AS ABOVE	SAME AS ABOVE	SWOS (18 HRS) NEWPORT, SAN DIEGO	SAME AS ABOVE	
1185 SPECIAL WARE (SEALS/ BUDS)	SAME AS ABOVE	CORRECTABLE TO 20/20. SPHERICAL NOT MORE +5.5 CYLINDRICAL NOT MORE +3.0 NORMAL COLOR	SAME AS ABOVE	SAME AS ABOVE	SAME AS ABOVE	BUDS (6 MOS) SAN DIEGO	SAME AS ABOVE	MUST PQ AT OCS LIMITED OPEN- INGS
1195 DIVING SALVAGE AND EXPLOSIVE ORDNANCE DISPOSAL	19-35	SAME AS ABOVE	SAME AS ABOVE	SAME AS ABOVE	SAME AS ABOVE	DIVING/SALVAGE (18 WKS) PANAMA CITY, FL. ORD- NANCE TRNG. (6 TO 26 WKS.) AL- BUQUERQUE/INDIAN ID, ND	SAME AS ABOVE	MUST PQ AT OCS



TABLE 1 (cont.)

OCS - NEWPORT, R.I. (16 WEEKS) (cont.)

PROGRAM	AGE	VISION	CITIZENSHIP	EDUCATION	TEST	PROF. TRAINING	OBLIG	SPECIAL NOTES
1635 INTEL	19-35	SAME AS ABOVE SPHERICAL NOT MORE +8.0 CYL - INDRICAL NOT MORE +3.0 NOR- MAL DEPTH. NO HAIVERS	U.S. IF MARRIED SPOUSE MUST BE U.S.	BACCALAUREATE	OAR 40	INTEL SCHOOL DENVER (20 WKS)	4 YEARS FROM COM	LIMITED OPENINGS
1465(F)	SAME AS ABOVE	REFRACTIVE ERROR NOT EXCESSIVE. SPHERICAL NOT MORE +8.0 CYLINDRICAL NOT MORE +3.0	U.S.	BS/BA ENGI- NEER MAJOR PREFERRED WITH QUALI- FICATION FOR PG SCHOOL	OAR 40	SHO OR SUB QUAL (MALES)	SAME AS ABOVE	
1615 CRYPTOLOGY	SAME AS ABOVE	82% BVE SPHERICAL NOT MORE +8.0 CYLINDRICAL NOT MORE +3.0	U.S.	BACCALAUREATE PREFERRED MAJOR EE, COMPUTER SCIENCE OR SPECIAL LANGUAGE	SAME AS ABOVE	USUALLY NTTC PENSC (3 WKS)	SAME AS ABOVE	
1805 GEOPHYSICS/ METEOROLOGY	SAME AS ABOVE	SAME AS ABOVE	U.S.	BS/BA IN RELATED FIELDS BUT NOT MARINE BIOLOGY	SAME AS ABOVE	OJI FLEET WEATHER/OCEAN- GRAPHIC	SAME AS ABOVE	



TABLE 1 (cont.)

OCS - NEWPORT, R.I. (16 WEEKS) (cont.)

PROGRAM	AGE	VISION	CITIZENSHIP	EDUCATION	TEST	PROF. TRAINING	OBLIG	SPECIAL NOTES
3105 SUPPLY	SAME AS ABOVE	SAME AS ABOVE	SAME AS ABOVE	BACCALAUREATE	SAME AS ABOVE	SUPPLY SCHOOL ATHEN, GA (6 NOS.)	3 OR 4 YEARS FROM COMM.	





TABLE 1 (cont.)

## OFFICER INDOCTRINATION SCHOOL (OIS) NEWPORT, R.I. 6 WKS

PROGRAM	AGE	VISION	CITIZENSHIP	EDUCATION	TEST QUALS	ADD. PROF. TRNG	OBLIG	SPECIAL NOTES
1105 T/NR (INSTRUCTOR/ NAVAL REACTORS)	19-25 AT TIME OF INTERVIEW W/DNR	FLW RESTRICTIONS. NO EXCESSIVE RE- FRACTIVE ERROR	U.S.	BS/BA MS PREFERRED ENGINEER- ING, SCIENCE, PRINTS TECH MAJORS	TRANSCRIPTS FOR DNR PLUS NAC RE- QUEST W/FINGER PRINTS	OJI AT NUC POWER SCHOOL OR DNR	4 YRS FROM COMMISSION; NO CAREER PATTERNS	
1105 I COLLEGIATE	19-29			GPA 3.3 MATH, PHY- SICS, CHEM- ISTRY, EN- GINEERING		OIS 6 WKS	4 YR FROM COM	
5105 CIVIL ENGINEER- ING CORP	19-27, AL* WAIVERABLE 16 MO'S FOR PRIOR SER- VICE	SAME AS ABOVE	U.S.	ACCREDITED IN BS DEGREE (48 & UP PRE- IN ENGINEER- ING OR ARCH (GPA 2.7 & UP PREFERRED)	TRANSCRIPTS OAR (48 & UP PRE- FERRED MAC REQ & FINGERPRINTS	CECOS PORT INUENEME, CA 8 WKS	3 OR 4 FROM COM- MISSION	DAY F/DAY CREDIT TOWARD PROF. REGIS- TRATION (PE) PG SCHOOL AT 3 YR POINT
5105 COLLEGIATE	SAME AS ABOVE	SAME		PROVIDING THEY GOOD EXTRA-CUR- RICULAR AC- TIVITIES	(NO INTERVIEW REQ BY CEC)	OIS & CECOS	4 YR	E-3 PAY & BENEFITS (12 MO'S MAX)



TABLE 1 (cont.)

## OFFICER INDOCTRINATION SCHOOL (OIS) NEWPORT, R.I. 6 WKS (cont.)

PROGRAM	AGE	VISION	CITIZENSHIP	EDUCATION	TEST QUALS	ADD. PROF. TRNG	OBLIG	SPECIAL NOTES
4105 CHAPLAIN	21-35 AC* WAIVERABLE 36 MO'S FOR PRIOR SERVICE	SAME	U. S.	120 ACCRED. UNDER GRAD PLUS MASTER OF DIVINE RECOM TO REPRESENT THE DEMON- STRATION	ECCLESIASTICAL ENDORSEMENT	CHAPLAIN SCHOOL NEWPORT, R.I. VICE OIS	3 YRS FROM LONGEVITY COMMISSION CREASES BRINGS PAY UP TO INDUSTRY OFFERS	
1945 I THEOLOGICAL STUDENT	19-29 AC* W/36 MO FOR PRIOR SER- VICE	SAME	U. S.	120 SEM UNDER-GRAD HRS PLUS EN- ROLLED IN SEMINARY	ECCLESIASTICAL ENDORSEMENT	MAY REQ. ACQUITA CHAPLAIN SCHOOL VICE OIS	3 YRS ACDU	RCVE NO PAY BUT LONGEVITY
2505 JAG CORP	21-39 AC* W/36 MO'S FOR PRIOR SERVICE	SAME	U. S.	GRAD OF ABA ACCRED. LAW SCHOOL & MEMBER OF STATE OR TERRITORY BAR	MEMBER OF STATE BAR	OIS NAVAL JUS- TICE SCHOOL 16 WKS	3 YRS	
1955 I JAG STUDENT	19-32, AT TIME OF GRAD		U. S.	IN OR AC- CEPTED TO ABA AP- PROVED LAW SCHOOL	LSAT	OIS + JAG SCHOOL	3 YRS ACQU- MAY STAY IN ACDU RESERVE LTJG AND MAKE LT IN (MEMBER OF ONE YR, CAN GO ACQU USMR LAW 45 DAYS PER YR. RCVE CO.) ORDERS BEFORE COMH.	

\* AT COMMISSIONING



## 2. Current Recruiting Strategies Utilized for the Acquisition of Female Officer Applicants

### a. College Campus

Recruiters have for years found it advantageous to go to a proven reliable source for its manpower requirements; the college campus. In order to contact and/or interest perspective officer candidates, he or she utilizes a variety of strategies. One successful method is to go to "job fairs" or "career days". The recruiter, along with many other civilian company representatives sets up a table displaying the numerous programs and opportunities offered by "his corporation". If a student, upon being drawn to the display, makes an inquiry, the recruiter then proceeds with his standard "pitch" and offers any literature which may intrigue the student.

Interviews are also very useful to the recruiter. Interested students sign up for interviews at scheduled dates and times at the career placement center or during "career days". The recruiter then meets with the student answering any or all questions she may have concerning all aspects of the Navy.

Although used in the past, the method of "fruit standing" has become more and more unpopular with recruiters. This procedure calls for the setting up of tables at some high-traffic area, usually the student union. The recruiter waits at the table, trying to sell his "wares" to any passing student. Unfortunately, this method has been proven to be very time consuming with little return on the effort made.

Of interest is the fact that recruiters, when choosing to visit college campuses, prefer the larger universities to the small or



medium size college for the obvious reason, more available students per college/university. Additionally, although the student from the colleges or universities with the better academic reputations tend to be more successful in their attempt to join the Navy, a greater number of students from lesser respected universities tend to exhibit interest to apply to the Navy. This, of course, is to be expected due to the fact that more employment opportunities, with higher initial salaries exist for those students attending the better schools.

b. Mailing Lists

Many college registrars release computer printouts listing the names, addresses and sometimes, the academic major of their students in their senior year. Many recruiters, using this valuable acquired list, mail informational packages to these students along with a card which can be used by the student to request additional information and a phone number to call. If the card is returned, the recruiter then calls the student to see if she would like to come into the recruiter's office to further discuss the Navy's programs and benefits. If a call is received, the same invitation is extended.

c. Advertising

The Navy utilizes numerous communication media in its effort to attract qualified applicants. Short radio and television spots are used to spark the interest of the public, e.g., "The Navy, it's not just a job, it's an adventure." Small 1" ads are run in many local newspapers throughout the country and have had amazingly high response rates. Billboards dot the landscape extolling the opportunities of a Naval career. Pamphlets, booklets and one page handouts are distributed to the public through recruiters, school career offices and/or the U.S. mail.





Whatever advertising procedure used, each contains either a national or regional phone number to call or a local address to which to write for further information. If the national number is called, one of twelve recruiters at the Naval National Recruiter Information Center (NNRIC) will answer. He or she will answer any and all questions the caller may have concerning the Navy. If the caller is interested in the officer programs, her level of education and type of 4 year degree must be ascertained to determine her qualifications. If qualified, the recruiter then asks if she would be interested in receiving some more information regarding the Navy and its officer programs. At this time the caller's name, address, telephone number, college(s) attended or attending and date of graduation is collected.

After securing the necessary information, the recruiter then fills out two Suspect/Prospect cards, mailing one to the regional recruiting district closest to where the "applicant" lives and the other to the Navy Opportunity Information Center (NOIC). Here a letter is drafted thanking the caller for her inquiry. Additionally, the letter discusses the opportunities available in the Navy and gives the address and phone number of the regional recruiting district nearest to her. Sent along with the letter is additional literature on programs which the caller may find of interest. A Suspect/Prospect card is also filled out by the NOIC and mailed to the appropriate recruiting district.

After receiving the Suspect/Prospect card from either the NNRIC or the NOIC, the recruiters at the district office will call the interested party and try to set up an appointment for testing, interviewing, filling out necessary forms, etc.



If a regional number is called or a local address and/or number used, the recruiter still follows the same basic procedures. He or she will gather the pertinent information mentioned above and will then try to determine in which programs the person is most likely to be interested or for which suited or qualified. If it is a local recruiter, he or she will inform the woman that all officer programs are handled by the district recruiting office and will refer her to them. If a district recruiter, an appointment will then be set up where hopefully, work can begin to process the individual through the initial application procedures.

#### d. Recruiter's Office

Once a woman is in the regional recruiter's district office (whether she has just "walked off the street" or has been referred) if a college graduate and interested, she is sent to the woman officer programs recruiter. Once there, the recruiter basically follows a specific procedure. After the initial introductions, he or she will answer any questions the woman may have or still has regarding all aspects of the Navy. At the conclusion of the interview, the woman, if still interested, will take the officer's aptitude test, which measures her verbal, mathematical and mechanical skill levels. If she passes with the minimum raw score of 40 out of a total possible score of 80 (only about one third of all women taking the test, pass with a score of 40), the recruiter will then have her fill out numerous required forms. A medical exam will then be scheduled as well as a character appraisal interview.

At the interview, two officers try to evaluate accurately and impartially the characteristics of the candidate to determine his/her potential as a commissioned officer and his motivation toward service in



the Navy. The Interviewer's Appraisal Sheet is used for this purpose, see enclosure 1. Aside from this form, recruiters basically evaluate the candidate on a "gut feeling" level; "Is her head screwed on straight? Would I like to serve alongside this woman?" If the answers to these questions are yes, the applicant will receive an excellent to outstanding evaluation.

In addition to the interviewer's appraisal sheet, a Character Appraisal Form is mailed out to certain people designated by the applicant as sources for character references, see enclosure 2.

If all the character appraisals and interviews are favorable, if she passes the officer's aptitude test, if she is medically qualified and if she fulfills the basic qualifications set forth in the recruiter's manual, her packet is then sent to Washington for consideration. She is then compared with all other women applicants. Along with all the above mentioned requirements, she is judged on her college major, science, engineers and mathematic majors having a distinct advantage over liberal arts majors, her grade point average (GPA), the school from which she graduated, any professional work experience, etc. If not "best qualified", she is rejected. If, however, she compares favorably to the other applicants, and there is space available, she will be accepted into one of the officer programs and slated for the appropriate commissioning source.

Of interest, the recruiters report that the most popular reason that young women give concerning why they joined the Navy, is that they are just not satisfied with what they are doing. Many express a desire to quit their dead-end job and find a position with a chance for advancement.



# Enclosure 1

## INTERVIEWER'S APPRAISAL SHEET

NAVCURT 1100/13 (12-72)  
(Formerly NAVPERS 1100/13)

(See information on reverse before completing)

TYPE OR PRINT LEGIBLY

NAME (Last, first, middle)	PROGRAM FOR WHICH APPLYING	DATE
----------------------------	----------------------------	------

### PERSONAL QUALITIES

#### DESCRIPTIVE

Observe the applicant and write 6 adjectives or phrases which you believe to be most descriptive of the applicant.

1.	2.	3.
4.	5.	6.

#### EVALUATIVE

Consider the applicant as a potential naval officer, and evaluate him on the following:

APPEARANCE AND POISE	*OUTSTANDING	EXCELLENT	GOOD	ADEQUATE	*UNSATISFACTORY
ORAL COMMUNICATION AND EXPRESSION OF IDEAS	*OUTSTANDING	EXCELLENT	GOOD	ADEQUATE	*UNSATISFACTORY
LEADERSHIP POTENTIAL	*OUTSTANDING	EXCELLENT	GOOD	ADEQUATE	*UNSATISFACTORY
YOUR WILLINGNESS TO HAVE INDIVIDUAL SERVE UNDER YOUR COMMAND WHEN COMMISSIONED	PARTICULARLY LIKE TO HAVE HIM	PREFER HIM TO MOST	BE PLEASED TO HAVE HIM	BE SATISFIED WITH HIM	PREFER NOT TO HAVE HIM
	*10 9	8 7 6	5 4 3	2 1	*0

COMMENTS: A summary statement evaluating the applicant is required. All entrance ratings entered by an examiner (\*) should be further corroborated on this page.

### MOTIVATION

PROGRAM MOTIVATION (Indicate the applicant's motivation for the program for which applying.)	VERY HIGHLY MOTIVATED FOR PROGRAM	DEFINITELY MOTIVATED FOR PROGRAM	MOTIVATED FOR NAVY, PROGRAM NOT IMPORTANT	MOTIVATED FOR COMMISSION, PRO- GRAM AND SERVICE NOT IMPORTANT	UNABLE TO DETERMINE

### POTENTIAL

POTENTIAL AS A CAREER NAVAL OFFICER (Complete for Naval Academy, NROTC, and NESEP applicants only.)	OUTSTANDING (1)	EXCELLENT (2)	GOOD (3)	AVERAGE (4)	LESS THAN AVERAGE (5)

COMMENTS: Supplement or qualify the motivation rating and potential as a career naval officer, as appropriate.

SIGNATURE OF INTERVIEWER	TYPED OR PRINTED NAME OF INTERVIEWER	GRADE CORPS (if any), BRANCH OF SERVICE
--------------------------	--------------------------------------	---

S/N 0114-LF-110-0130





## Enclosure 1 (cont.)

### INFORMATION FOR COMPLETING INTERVIEWER'S APPRAISAL SHEET

1. The purpose of the interview is to evaluate accurately and impartially the characteristics of the candidate to determine his potential as a commissioned officer and his motivation toward service in the Navy.
2. The interview should take a minimum of 15 minutes. A period of 15-30 minutes is usually adequate, although more time may be necessary on occasion.
3. Discussion topics should draw out the applicant. Suggested topics include: Navy programs, service life, school experiences, personal interests, goals in life, current events, sports, family attitude toward application, and any others suggested by a review of the application file.
4. Marking is difficult. Your judgments form an important part of each applicant's file, and usually represent the only personal contact with the applicant reported by an official of the Navy. Be fair and impartial, neither too easy nor too hard on the applicant. Mark only on what you have observed personally, not on the opinions or comments of others.
5. No marks should be put on this form until the interview has been completed.
6. If it appears that the space for comments will not be sufficient, phrases may be used rather than complete sentences.
7. Below are (1) a checkoff list of characteristics which interviewing officers have indicated they can observe and (2) a checkoff list of adjectives frequently used to describe applicants. These lists are furnished for the interviewer's use in preparing for the interview and in reviewing the interview prior to marking. Neither list is intended to be all-inclusive.

#### CHARACTERISTICS

Bearing	Oral expression	Objectivity
Grooming	Voice quality	Cooperativeness
Cleanliness	Ability to lead	Motivation for program
Composure	Vocabulary	Motivation for career
Complexion	Attitude toward Navy	Maturity
Facial Expression	Attitude toward others	Self control
Mannersisms	Attitude toward self	

#### ADJECTIVES USED TO DESCRIBE APPLICANTS

Attractive	Careless	Relaxed
Athletic	Clean	Stiff
Energetic	Neat	Impressive
Well built	Dull	Unimpressive
Muscular	Forceful	Conventional
Slouchy	Unresponsive	Interesting
Apathetic	Gabby	Intelligent
Clean cut	Ungrammatical	Nervous
Awkward	Confident	Aggressive
Unshaven	Forthright	Flippant
Unclean	Pleasant	Indifferent
Inappropriately dressed	Unattractive	Enthusiastic
Casual	Effeminate	Sincere
Well dressed		

NAVCUIT 1100/13 (12-72) (Formerly NAVPERS 1100/13)



## Enclosure 2

FOR OFFICIAL USE ONLY (When filled in)

Form approved.  
O.M.B. No. 45-R0075

CHARACTER APPRAISAL (Privileged information)  
NAVCURIT 1110/28 (9-73) (Formerly NAVPERS 1110/28)  
S/N 0114-LF-111-0380

### DEPARTMENT OF THE NAVY

\_\_\_\_\_  
(Date)

Dear:

Reference is made to: \_\_\_\_\_ who is applying for:

- ☐ Selection as an Officer Candidate School Candidate in the United States Naval Reserve.
- ☐ Selection as an Aviation Officer Candidate in the United States Naval Reserve.
- ☐ Interservice Transfer Program (Inactive) in the United States Naval Reserve.
- ☐ Appointment as a Commissioned Officer in the United States Navy or United States Naval Reserve.

The person whose name appears above has submitted your name as:

- ☐ a character reference
- ☐ an employment reference. The applicant states that he/she was in your employ:

from \_\_\_\_\_ to \_\_\_\_\_  
as \_\_\_\_\_  
(Job Title)

I authorize the employer named above to release the information requested herein:

\_\_\_\_\_  
(Signature of Applicant)

\_\_\_\_\_  
(Date)

Is/was applicant in your employ?

If so, what is/was nature of duties?

\_\_\_\_\_  
How long have you known applicant?

\_\_\_\_\_  
What is the extent of your contact with applicant?

In order to assist us in evaluating the applicant's potential as a Naval Officer, it is requested that you complete the form on the reverse side and return it in the enclosed postage-free envelope.

Your interest and cooperation in this matter will be greatly appreciated.

Sincerely yours,

1

A12262



## Enclosure 2 (cont.)

**FOR OFFICIAL USE ONLY (When filled in)**

NAVCUIT 1110/28 (9-73) (Formerly NAVPERS 1110/23) S/N 0114-LF-111-0380

Form approved.  
O.M.B. No. 45-R0075

The information you furnish will be held in strictest confidence. A prompt reply will enable us to process the application more efficiently.

The guidelines below are furnished to assist you in evaluating the applicant's personal characteristics.

**AS COMPARED TO THE MAJORITY OF PERSONS IN THE APPLICANT'S AGE AND EXPERIENCE GROUPS**, the applicant is considered to be:

**OUTSTANDING:** Of superior caliber

**GOOD:** Above average.

**UNSATISFACTORY:** Not acceptable.

**EXCELLENT:** Well above average. Very few superiors.

**SATISFACTORY:** Generally average.

PLEASE CHECK YOUR ESTIMATE OF THE APPLICANT'S QUALITIES LISTED BELOW AS COMPARED WITH THOSE OF OTHER INDIVIDUALS OF SIMILAR AGE AND EXPERIENCE:	OUT- STAND- ING	EXCEL- LENT	GOOD	SATIS- FAC- TORY	UNSAT- ISFAC- TORY	NOT OB- SERVED
1. Ability to make logical decisions						
2. Ability to originate and act upon ideas of his/her own						
3. Reaction to frustration and opposition						
4. Ability to lead others: to direct them in carrying out his/her wishes						
5. Degree of cooperation with others						
6. Emotional characteristics and stability						
7. Attitude toward carrying out desires of those in authority over him/her						
8. Attitude toward his/her work, and motivation concerning it						
9. Loyalty to organizations with which he/she is connected and to his/her associates						
10. Personal appearance						
11. Reputation or character in the opinion of the community						
12. Integrity as evidenced by honesty and sincerity observed by you						

**IF THE ANSWER TO ANY OF THE FOLLOWING QUESTIONS IS "YES," PLEASE EXPLAIN IN THE SPACE ALLOWED FOR COMMENTS**

NO YES

13. WOULD YOU OBJECT to having this person represent your nation as a Naval officer in a foreign country?		
14. WOULD YOU OBJECT to having a member of your family serve under this person's command?		
15. To the best of your knowledge, has the applicant ever been discharged from employment? If so, what was the reason?		
16. Is the applicant related to you by blood or marriage?		
17. To the best of your knowledge, has the applicant ever been arrested, fined or convicted? If so, for what reason?		
18. Does the applicant appear to have evidence of chronic illness?		
19. To the best of your knowledge, has the applicant ever had any serious accidents, diseases or nervous disorders?		
20. Do you have any reason to question this person's loyalty to the United States?		
21. To the best of your knowledge, is there any history of unfavorable reputation or any undesirable habits (immorality, use of drugs, excessive use of alcohol, etc.) which the applicant may have?		
22. Do you have any reason to believe this person advocates overthrowing or altering our constitutional form of government by force or other illegal means?		
23. To the best of your knowledge, does this person belong to any organization which advocates the above (Item 22)?		



## Enclosure 2 (cont.)

NAVCRUIT 1110/28 (9-73) /Formerly NAVPERS 1110/28/ S/N 0114-LF-111-0380

ADDITIONAL COMMENTS OR EVALUATION (If you have answered YES to any questions 13 through 23, please explain):

Relationship to Candidate (employer, friend of family, etc.)	My Position is:	Signature:	Date:
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### 3. Changing Roles of Women in Society

Remarkable changes have occurred in recent years in the attitudes and behaviors of many young women concerning how they view their role in society. Due to economic necessity and the continuous pressures brought to bear by the women's movement regarding the "new trends or thoughts" concerning the basic issues of the woman's place in society, more and more women are entering the job market. No longer is the woman's place in the home.

Many of these so-called modern, non-traditional attitudes and behaviors are exhibited by those women either currently serving on active duty or actively seeking acceptance into one of the Navy's officer programs. In order to gain a full appreciation and understanding as to the extent of change which has occurred with regard to these "new" attitudes and behaviors, one should first take a look at what has been viewed as the traditional role of the woman in American society.

#### a. The Traditional Woman

There exists in every society, although not totally consistent, images of the ideal woman. In American society, these preferred feminine attributes include personal warmth and empathy, sensitivity and emotionalism, grace, charm, compliance, dependence, deference...the virtue of faithfulness and the responsibility for the harmonious coordination of house and family [Epstein, 1973, pp. 20-21]. Or as the author of a popular book on the complexity of women's roles, Morton M. Hunt writes; "the female is, and was meant forever to be, warm, nurturant, yielding, lovable though a bit on the stupid side, willing to accept the rule and domination of the male, a bit fractious but much improved by being beaten once in a



while." [Epstein, 1973, p. 22]. As long as the woman displays such characteristics and behaviors, her femininity is secure. If, however, any deviation, any slip into any so-called masculine attributes, e.g., assertiveness, aggressiveness, egotism, persistence or ambition, occurs or is perceived to have occurred, the woman meets with hostility by both the men and women and is branded "mannish" or worse.

The irony of all this is that to be a successful career woman and earn the respect of your fellow associates, normally certain so-called male attributes and behaviors must be adopted. To succeed, apparently, the woman must sacrifice a portion of "her femininity", i.e., her so-called traditional feminine attributes.

The process of identifying one's own sex and the role one will follow throughout a life time begins almost at birth. Until recently, the female child was nurtured from a baby to be the perfect wife and mother. She was handed dolls and called mommy. At school, the virtues of being a homemaker instead of pursuing a career was continuously emphasized. Bruno Bettelheim points out that [Bruno, 1962, p. 121]:

The little girl's first storybook and primers, for example, hardly ever show a woman as working or active outside the home. It makes no difference that over five million American children under twelve have full-time working mothers. The little girl is expected to shape herself in the image of the maternal housekeeping woman in these stories, and never mind what certain unfortunate mothers may be obliged to do... (At school) the image of the stay-at-home woman is presented by her female teacher, who may well be a working mother. In these early years, it is rare indeed for girls to hear the slightest suggestion that they might one day do the interesting work of this world quite as well as many men or even better.

The woman's educational process continued. During her junior high and high school years, the traditional woman was not only encouraged but required to take home economics. Sport programs were available, but



seldom did the traditional woman excel. The importance of a college education was known, but one's major was to be consistent with what was considered appropriate and acceptable for the "professional" woman. If not sanctioned by society, her acceptance into a college to study in her chosen field was virtually blocked. For example, until recently, many medical and law schools refused to accept women.

Until recently, in addition to our educational system, the media continuously reaffirmed the ideal image of the traditional woman. On T.V., Donna Reed was the perfect wife and mother, always cheerful, always there to listen to the problems of her husband and children. Whatever happened to the opinions of mother on "Father Knows Best"? Television, movies, radio and popular magazines all emphasized the behaviors which lead to finding the right man, marriage and children. Even now the media often portrays the single working woman as being frustrated, bitter and filled with a void. The happy ending comes only after she has found romance or as stated today, a "meaningful relationship".

#### b. The "Liberated" Woman

Radical changes in thought concerning the role of women in today's society began to emerge during the sixties with the insurgence of the reform movements. Active participation in the issues of that era, i.e., civil rights, student activism and anti-war protests brought heightened self-awareness as well as protest tactics to women. Feminists' principal theme in relations between the sexes was to challenge male chauvinism and to substitute "shared-role patterns" [Giele, 1977, p. 315].

In 1960, a Commission on the Status of Women was appointed by the President. Its report, issued in 1963, focused on the key issue that



would dominate legal and social change during the next decade. Inequality in the treatment of women concerning jury service, child custody, guardianship, property rights, and inheritance existed in the laws of almost every state in the union. Even some protective legislation penalized women in that it prohibited night work. The Commission's findings summarized the inequities in education and employment opportunity, government programs, and social welfare and provided a useful baseline against which succeeding reforms could be measured [Giele, 1977, pp. 315-316].

Since 1960, the new feminist movement has given rise to numerous women organizations. The National Organization of Women (NOW) was founded in 1966 with the principal purpose of ensuring enforcement of new anti-sex discrimination laws. The Woman's Equity Action League (WEAL) and the National Woman's Political Caucus have supported court cases involving feminist issues and have monitored new legislation before Congress.

Several laws have been passed and executive orders issued in response to the pressures of the feminist movement. The Equal Pay Act of 1963 required equal pay for equal work. Title VII of the Civil Rights Act of 1964 prohibited sexual discrimination in terms, conditions, or privileges of employment. Executive Order 11375 forbade discrimination on the basis of sex by federal contractors and Executive Order 11478 enjoined affirmative action by federal agencies. In 1972, the Educational Amendments Act and the 1974 Women's Educational Equity Act banned sexual discrimination in higher education [Berkin, 1979, p. 283].

1972 also marked the passing by Congress of an amendment to the Constitution concerning sexual equality. The Equal Rights Amendment (ERA) stated that "Equality of rights under the law shall not be denied







or abridged by the United States or by any State on account of sex." If ratified, the amendment will provide a uniform basis for designing fairer alternatives to existing injustices for both men and women [Giele, 1977, p. 319].

In addition to the feminist movement, a significant fact which facilitated the change in thought of many young women regarding the role of women, was that the daughters of the sixties had had a generation of "working mothers" as role models. World War Two had necessitated the integration of woman into the labor force "to free the men for combat". To encourage women to leave their homes, many job recruitment campaigns were devised by the government. Throughout, however, recruitment propaganda urged women to participate in the war effort but did not challenge traditional conceptions of woman's nature and roles. The appeals addressed to women revealed an insistence that women function primarily as wives and mothers [Rupp, 1979, p. 343].

After the war, many women returned to the home. Others, however, did not, mainly due to economic reasons. The lack or death of a spouse necessitated the need for continued employment. Eventually most women married or remarried and had children. But because of their experiences during war time, they no longer fit the stereotypical role of the traditional woman.

By the 1960s, young women had role models, no matter how modest, for self-reliance and self-esteem; better and more education had created an articulate, overtrained and underemployed pool of talent, effective and legal birth control and a widespread belief in a population crisis made motherhood a choice rather than an inevitable product of



marriage; and an increasing number of single and divorced women found their middle class sense of rights and privileges contrasting sharply with their poverty-level economic options. Thus the women's moment was anchored even in the lives of woman who refused to identify with it [Rupp, 1979, p. 283].

Although the momentum behind the women's moment has lessened recently, partially due to the reduced possibility for the successful ratification of the ERA, since recently elected President Ronald Reagan opposes any such ratification, modern feminism has increased women's awareness of the world outside the home. This heightened awareness has obligated society to insure that opportunities are equally available to both men and women.

#### 4. Changing Roles of Women in the Military

Traditionally, the Navy has been a male-dominated institution. Women were only integrated into specific job categories within the Navy during times of national emergency. After the crisis had passed, these job categories were either disestablished or again occupied by male personnel and the woman returned to civilian status.

The turn of the century marked the first time women were officially utilized in the uniformed services. This occurred in the Navy with the establishment of the Navy Nurse Corps in 1908. During World War One, the Navy department was concerned with a shortage of clerical personnel. Its questioning the legality of the Naval Reserve Act of 1916, which referred only to the enlistment of citizens, making no reference as to any required sex, resulted in the acceptance of the first women into the regular Navy in 1917. These 13,000 women enlisted as



yeoman-Fs or "yeomanettes" as they were popularly named, and continued to perform administration duties until their demobilization following World War One.

Between World Wars, the women issue was discussed, but little progress was made on their behalf. However, the ever increasing evidence of United States involvement in World War Two, emphasized the need for further consideration of the issue.

The bombing of Pearl Harbor facilitated an amendment to the Naval Reserve Act of 1938 to include the utilization of woman in time of war. Thus in July 1942, the WAVES (Women Accepted for Voluntary Emergency Service) was established.

World War Two was the turning point with regard to women's participation in the Navy and the other uniformed services. Although mainly functioning in the fields of health care, administration and communications, women demonstrated their competence in virtually every occupation outside of direct combat. They were employed as airplane mechanics, parachute riggers, gunnery instructors, air traffic controllers, naval air navigators and the like [Binkin, 1977, p. 7]. Overseas, they followed closely behind the fighting forces in Africa, Italy, Germany, France, England, Australia, New Guinea and the Philipines.

The important participative role of women in World War Two was most graphically stated by Albert Speer, Adolph Hitler's weapons production chief, to Lieutenant General Ira C. Eaker, and Army Air Force commander in Europe [Binkin, 1977, pp. 8-9]:

How wise you were to bring women into your military and into your labor force. Had we done that initially, as you did, it could well have affected the whole course of the war. We would have found out, as you did, that women were equally effective, and for some skills, superior to males.



At the completion of World War Two, as with World War One, the majority of women were released from active duty.

Although the utilization of women during World War Two had been considered only as a temporary course of action to fulfill wartime needs, after the war, many considered the use of women in the military as a vital issue. In 1948, the Woman's Armed Forces Integration Act was passed. The legislation abolished the Woman's Reserve as a separate entity and authorized the commissioning of women in both the Regular Navy and the Naval Reserve [Hazard, 1980]. It limited the female enlisted strength and restricted the number of women officers (excluding nurses) to 10% of female enlisted strength [Binkin, 1977, p. 11].

Although representing tremendous advances for women, this act also legalized sexual discrimination in that [Greene, 1980, pp. 16-16] [Hazard, 1980]:

1. Women were precluded from serving in command positions other than those involving supervision of women.
2. Women officers could not hold the permanent rank above commander.
3. Women had to be older than men when enlisting (18 as compared to 17) and needed written parental consent if under 21 (as compared to 18 for men).
4. Children of military women were not given dependency status unless their father was deceased or their mother was their only principal source of support.

The proposed Equal Rights Amendment also may have hastened the increased utilization of women in the Navy. If ratified, the legal





ramifications on the military include the following [Yale Law Journal, 1971, pp. 667-680]:

1. Women will serve on all types of units and they will be eligible for combat duty.
2. Such obvious differential treatment as exemption from the draft and more restrictive standards for enlistment will have to be brought into conformity with the Amendment's basic prohibition of sex discrimination.
3. A woman will register for the draft at the age of eighteen, as a man now does.
4. Under the Equal Rights Amendment, all standards applied (intelligence tests and physical examinations) will have to be sex neutral.
5. Women are physically as able as men to perform many jobs classified as combat duty, such as piloting an airplane or engaging in naval operations...there is no reason to prevent women from doing these jobs in combat zones.

The increasing significance of women's participation within the Navy continued throughout the 1970s. In 1972, during the Zumwalt era, Z-gram 116 [Greene, 1980, p. 20]:

1. Authorized limited entry of women into all Navy enlisted ratings.
2. Initiated, on the USS SANCTUARY, the Navy's pilot program for evaluating the use of women at sea and immediately assigned a limited number of female officers and enlisted personnel to the crew.



3. Suspended restrictions on women succeeding to command ashore.
4. Opened the Chaplain and Civil Engineering Corps to women officers.
5. Opened college NROTC programs to women and expanded the opportunities of women line officers.
6. Permitted women to achieve flag rank within the managerial and technical spectrum.

Additional advances occurred with regard to the integration of women in 1973 with the disestablishment of Pers-K. Pers-K had been responsible for strictly coordinating women assignment and screening policies [Unrestricted Line Women Officer Professional Development Report, 1980, p. TAB 1.A.]. This action further minimized separate management of women, which had prevailed since 1942.

1973 also saw the selection of the first female naval aviators and the assignment of women on service craft attached to naval installations. These opportunities resulted because of a request made by the Secretary of the Navy to the Navy's Judge Advocate General (the Navy's legal authority) regarding the legal interpretation of Title 10 USC 695, concerning the assignment policy of women to sea-going combatant ships and aircraft. In the opinion of the Judge Advocate General, the phrase "go to sea" did not conclude small craft assigned to shore stations, since they did not deploy in the high seas for extended periods of time. Also concluded was that women could join the aviation community, as long as they were restricted from combat or combat related service [Greene, 1980, p. 23].

Further career opportunities were afforded to women in 1976 by the admittance of women into the U.S. Naval Academy, the gradual movement



of women officers into increasingly diverse occupational fields within the Unrestricted Line, Restricted Line and Staff Corps, and by the appointment of the first 110X woman to flag rank [Hazard, 1980].

During the 1977 through 1980 time frame, the opportunities for ship-board assignment as well as many other opportunities for women continued to increase. Then Navy Secretary Graham Claytor proposed in 1977, a modification to Title 10 U.S. Code Section 6015. He wanted additional wording adding to the law which would give the Secretary of the Navy the authority to assign women to ships not expected to be assigned to combat missions [Harris, 1979, p. 84]. This proposal as well as a suit filed by six Navy female officers challenging the constitutionality of Title 10, U.S. Code Section 6015, resulted in a newly formulated program, called the Women in Ships program. The program authorized permanent assignment of Navy women to specified non-combatant and temporary additional duty assignment to any seagoing ship for periods up to 180 days provided a combat mission is not foreseen for the period of the assessment [SECNAVINST 1300.12, 18 April 1979].

Other opportunities opened to women in 1979, including the following [Hazard, 1980a]:

1. The Naval Flight Officer community opened for women.
2. Career development paths for women officers were validated in all Unrestricted Line Communities.
3. Four nuclear ratings were opened to enlisted women.
4. The Limited Duty Officer programs were opened to enlisted women, effective Fiscal Year 1980.
5. U.S. Navy Regulations were amended, removing restrictions on women's eligibility for assignment to command of major shore activities (i.e., bases, districts, stations, etc.).



6. Increased utilization of enlisted women in non-traditional skills (21% of the inventory in 1979, projected to increase to 33% in 1985).

## 5. Conclusion

Today's woman has been strongly influenced by society's views concerning her role as a woman. Her attitudes reflect such influence and determine her behavior.

Additionally, tremendous institutional changes have occurred as a result of these currently held beliefs. The Navy, for instance, has responded by greatly increasing the number and type of jobs available to women. These increasing career opportunities have undoubtedly increased the desirability of the Navy for many women.

It is thus important to become aware of both society's views concerning women and the increasing opportunities now being afforded to women, if one, i.e., the recruiter, is to determine and understand the reasons for the current attitudes held and the behaviors displayed, e.g., joining the Navy, by today's young female Naval officer. Furthermore, armed with this knowledge regarding any shared attitudes, one's ability to determine a person's inclination to join the Navy, is greatly enhanced.





## II. PREMISE OF THESIS

The premise of this thesis is that behaviors result from attitudes depending, of course, on certain situational influences. The women participating in this study have already exhibited a specific behavior, i.e., joining the Navy. This author contends that their similar behavior is a result of their congruent attitudes (and backgrounds). Consequently, by knowing the nature and importance of an attitude a person holds concerning some object and under what situation the person is under at that specific time, one can determine the person's predisposition to behave in a particular manner [Hamner, 1978, pp. 107-108]. Thus by knowing the attitudes held by women currently on active duty, and comparing them to the attitudes held by women currently eligible for Naval service, one can determine a person's predisposition to join the Navy, given that the situation exists that some exposure to the Navy has occurred.

Many studies support this assumption, i.e., that attitudes interact with situational influences to produce behavior. Before an attempt is made to discuss these studies, it is appropriate first to define what an attitude is and then to discuss the three components of an attitude. The American Heritage Dictionary defines an attitude as a state of mind or feeling with regard to some matter; disposition. Additionally, Kelvin (1970) states with regard to the concept of an attitude that it is an hypothetical construct: it denotes processes which we cannot observe directly, but which we infer to make sense of our actual observations [Meier, 1974, p. 10; Kelvin, 1970, p. 42].



An attitude consists of three components; affective, cognitive and behavioral [Rosenberg, 1960]. The affective component is the emotional component of an attitude, the cognitive, the individual's perceptions, belief, and ideas about an object, and the behavioral, the tendency to act or react toward an object in certain ways [Hamner, 1978, pp. 109-110]. This thesis will focus its attention on the behavioral component of an attitude.

Studies by the sociologist La Piere appears to contradict the theory of dependence of behavior on attitude, however, in reality, the opposite is true, when situational influence is considered. Richard La Piere, while traveling with a young Chinese couple in the early 1930s, noted that only once did the couple, during their trip, receive less than hospitable treatment. He considered this fact to be inconsistent with his information concerning attitudes toward Chinese. He had sent letters to the establishments already visited asking whether Chinese would be accepted. Over 93% of the responses said no -- Chinese would not be accommodated [Hamner, 1978, p. 110]. These marked discrepancies among restaurant-owners and inn-keepers between their verbal expressions of discrimination toward the Chinese via letter and their non-discriminatory face-to-face behavior can be explained by the present analysis: the investigators did not obtain all the relevant attitudinal information needed to make accurate predictions, nor did they consider the situational <sup>e</sup>ffect on the behavior of the people involved. The subjects not only had attitudes toward Chinese but, being managers of an ongoing business, also had attitudes about how properly to conduct such a business [Rokeach, 1972, p. 127]. In other words, in the face-to-face situation, discriminative



attitudes did not lead to discriminative behavior due to overriding attitudes concerning correct business behavior. However, in reality, discriminative attitudes did indeed <sup>a</sup>ffect behavior as shown by the responses to the letter received by La Piere.

Mann (1969) adds additional insight on why discrepancies between attitudes and behaviors, as in the La Piere study, appear to occur. Mann agrees that behavior is determined not only by attitudes but also by external factors in the immediate social situation. He believes that the non-prejudicial behavior of the seemingly prejudiced proprietors in La Piere's study occurred, perhaps because at the time of the visit of the Chinese, the proprietors needed money, and thus, were reluctant to become involved in an argument or perhaps were impressed with La Piere. These factors may have prevented the prejudiced attitude from influencing their behavior [Hamner, 1978, p. 111].

As seen, the inconsistencies between attitudes and behavior or, at least, a lack of dependence of behavior on attitudes encountered in the La Piere study were due to the failure of the investigators to consider the situation in which the proprietors found themselves when dealing with the Chinese. The investigator's methods focused on obtaining data relevant to "attitude-toward-situation". To determine how a person will behave with respect to an object-within-a-situation, one must first determine the particular beliefs or predispositions activated by the attitude object, and then, the beliefs or predispositions activated by the situation. A person's social behavior must always be mediated by at least two types of attitudes -- one activated by the object, the other activated by the situation [Rokeach, 1972, pp. 126-127].



This assertion that social behavior is a function of two attitudes cognitively interacting with one another must be predictable to be useful. The Osgood and Tannenbaum Congruity Model, with slight modifications make such predictions possible. By applying this model to the present context, we can conjecture that whenever a person encounters an attitude object within some situation, two attitudes,  $A_O$  and  $A_S$  are activated; further, a comparison of the relative importance of these two attitudes is also activated. The two attitudes are assumed to affect behavior in direct proportion to their perceived importance with respect to one another. The more important  $A_O$  is perceived to be with respect to  $A_S$ , the more will the behavioral outcome be a function of  $A_O$ ; conversely, the more important  $A_S$  is perceived to be with respect to  $A_O$ , the more will the behavioral outcome be a function of  $A_S$ . Thus:

$$B_{OS} = (w) A_O + (1-w) A_S$$

where  $B_{OS}$  refers to the behavior toward an object-within-a-situation and where  $(w)$  and  $(1-w)$  refer to perceived importance of  $A_O$  and  $A_S$  relative to one another in the context of encountering a given object in a specific situation [Rokeach, 1972, pp. 136-137].

Several studies support this model, i.e., that the behavioral outcome is a result of the weighted cognitive interaction between attitude-toward-object and attitude-toward-situation. Ralph D. Mirard noted in his study, certain inconsistencies concerning expressed discrimination of white miners toward black miners during working hours in the coal mine and non-working hours in the community:

The boundry line between the two communities is usually the mine's mouth. Management assists the miners in recognizing their entrance into the outside community with its distinctions in status by providing separate (racially segregated) baths and locker rooms...







There is a difference in men, and not all of them adjust to the shift in community patterns outside the mine in the same way. Probably about 20 percent of the men have favorable attitudes toward Negroes reasonably free from prejudice both within and without the mine. There are another 20 percent whose attitude both inside and outside the mine is strongly prejudice and changes little with shift in community relationships. It is the remaining 60 percent who tend to shift their role and status upon passing from the mine's mouth into the outside world... [Minard, 1952, p. 31; Kiesler, 1969, p. 24].

These inconsistencies were explained by Campbell (1963) in terms of discrimination thresholds within different situations. In town, a "lower threshold" of discrimination existed; even citizens with moderate amounts of prejudice exhibited prejudice in their behavioral pattern. In the mine, a "higher threshold" for discrimination was exhibited because of the existing situational pressures for equality [Kiesler, 1969, p. 33]. In pointing to "different situational thresholds" Campbell (1963) not only explained away the apparent inconsistencies between attitudes and behavior, or between one behavior and another, but he also suggested that certain situations, because of the greater social pressures inherent in them, consistently activate discriminatory behavior toward a specific attitude object more than do other situations [Rokeach, 1972, p. 128].

Thus the premise of this thesis stated at the beginning of this chapter is in complete congruence with attitudinal studies found in the literature. A person's predisposition to behave can be predicted if the importance and nature of his/her interacting attitudes, taking into consideration situational influences, can be determined.



### III. METHODOLOGY

#### A. SAMPLE

A computer printout from the Officer Master File listing the names, designators, date of rank and duty station of women officers currently on active duty was acquired from the Department of Defense Manpower Research and Data Analysis Center, Monterey, California. All restricted and non-restricted women line officers, excluding medical corps officers, of the rank ensign through and including lieutenant were contained in the listing.

From the total population, 1,740 women officers, a systematic sample with a random start was taken. A systematic sample with a random start is a sample taken by selecting every kth element. It has been found to be as effective as a true simple random sample [Babbie, 1973: Suter, 1979, p. 66]. A sample size of 300 was selected for two reasons:

1. to increase the reliability of the sample and
2. to maintain a manageable amount of data.

251 (14.43% of the total 1,740 women officers) out of the 300 surveyed completed the questionnaire used in this study, making the overall response rate 83.67%. Given this sample size, this author is assured, at a 95% degree of confidence, that the sample is representative of the total population within a 5-6% error tolerance. In other words, in 95 samples out of 100, similar to the one used by this author, the true population value will be contained in an interval within 5-6%, in either direction of the estimate [Backstrom, 1963, pp. 31-32].



## B. INSTRUMENT

The study consisted of a questionnaire administered to women officers currently on active duty. It contained attitudinal, demographic and personal background items. In addition, two other areas of concern were examined:

1. the "enlistment" decision
2. feelings of family and peers concerning the respondent's joining the Navy

The first portion of the questionnaire, concerning the demographic, background and attitudinal items, consisted of twenty-five multiple choice questions. Each subject was instructed to choose the best of the five choices given. The next five questions focused on the feelings of family and peers regarding the subject's joining of the Navy. The respondent was asked to choose the response, either approved or disapproved, that represented the person's or persons' majority view. Finally, fourteen factors that may or may not have led to the subject's decision to join the Navy were listed. Using a Likert scale, the subject was requested to determine the level of importance to her decision to join the Navy, of each factor. Space was made available for additional influential factors not mentioned in the questionnaire.

## C. DATA ANALYSIS

After the questionnaires were returned, the preliminary work for the data analysis was done. This entailed determining the percentages of respondents choosing each of the options to the "multiple-choice" items. An arbitrary percentage for one option greater than 50 was considered significant and representative of the majority.



The sets of relationships between some specific items were also investigated. Age at time of "enlistment", as well as ethnic or racial background was cross-tabulated with the other remaining items in the survey in order to determine joint frequency distributions. For example, the frequency distributions of each option under each item was calculated for all respondents marking the first option under age at time of "enlistment". This procedure was repeated for each of that item's options as well as for each option under the question concerning ethnic or racial background.





#### IV. RESULTS AND DISCUSSION

Analysis of the background questions revealed that, at the time of "enlistment", 73% of the women surveyed were between the ages of 21 and 25 and that 89% were single. Only 13% joined the Navy as enlisted women. While there is no evidence that women officers tend to come from one particular size of town more than any other, data did indicate that over half of the women came from the eastern portion of the United States. (See Exhibit 1)

##### EXHIBIT 1

##### RESPONSES TO BACKGROUND ITEMS

##### ITEM 1 AGE AT TIME OF ENLISTMENT

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
18-20	38	15.1	15.3	15.3
21-22	82	32.7	32.9	48.2
23-25	100	39.8	40.2	88.4
26-27	23	9.2	9.2	97.6
OVER 27	6	2.4	2.4	100.0
	1	0.4	Missing	100.0
Out of Range	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	



## EXHIBIT 1 (cont.)

## ITEM 2 MARITAL STATUS AT TIME OF ENLISTMENT

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Married	17	6.8	6.8	6.8
Widowed	1	0.4	0.4	7.2
Divorced	6	2.4	2.4	9.6
Separated	3	1.2	1.2	10.8
Single	223	88.8	89.2	100.0
Out of Range	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 3 PRIOR ENLISTED

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
No	218	86.9	87.2	87.2
Yes	32	12.7	12.8	100.0
	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 4 SIZE OF HOMETOWN

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Less Than 5000	32	12.7	12.7	12.7
5000-20000	50	19.9	19.9	32.7
20000-100000	62	24.7	24.7	57.4
More Than 100000	32	12.7	12.7	70.1
Live in Suburbs	<u>75</u>	<u>29.9</u>	<u>29.9</u>	100.0
Total	251	100.0	100.0	



# EXHIBIT 1 (cont.)

## ITEM 5 AREA OF COUNTRY LIVED THE LONGEST

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Northeast	84	33.5	33.7	33.7
Southeast	56	22.3	22.5	56.2
Midwest	52	20.7	20.9	77.1
Northwest	16	6.4	6.4	83.5
Southwest	41	16.3	16.5	100.0
	1	0.4	Missing	100.0
Out of Range	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

Concerning their college years, almost three quarters of the officers went to medium size colleges/universities (between 3,500 and 10,000 students) or large state universities (greater than 10,000 students). College majors varied with no specific area of study dominating. In addition to finishing four years of college, 22% completed college and one year of graduate education and 16% earned master's degrees. Most women surveyed were active in at least one extra-curricular activity with 42% active in several activities. Only 11% received adequate financial support from their parents. Almost 70% earned additional money from jobs, student loans and/or scholarships. (See Exhibit 2)



## EXHIBIT 2

### RESPONSES TO ITEMS CONCERNING COLLEGE YEARS

#### ITEM 1 SIZE OF COLLEGE-UNIVERSITY

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Girls College	17	6.8	6.8	6.8
Liberal Arts Col	44	17.5	17.7	24.5
Medium	75	29.9	30.1	54.6
Large State Univ	99	39.4	39.8	94.4
Large Private Univ	14	5.6	5.6	100.0
	1	0.4	Missing	100.0
Out of Range	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

#### ITEM 2 COLLEGE MAJOR

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Sociology, Etc.	60	23.9	24.0	24.0
Physics, Etc.	33	13.1	13.2	37.2
Education, Etc.	26	10.4	10.4	47.6
Art, Etc.	41	16.3	16.4	64.0
Other	90	35.9	36.0	100.0
	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	





## EXHIBIT 2 (cont.)

## ITEM 3 YEARS OF SCHOOLING

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
4 Yrs College	143	57.0	57.7	57.7
Col and 1 Yr Grad	56	22.3	22.6	80.2
Col and Master	40	15.9	16.1	96.4
Col Working on PhD	6	2.4	2.4	98.8
Col and PhD	2	0.8	0.8	99.6
	1	0.4	0.4	100.0
	2	0.8	Missing	100.0
Out of Range	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 4 ACTIVITIES IN COLLEGE

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Student Govt, NROTC	13	5.2	6.6	6.6
Band, Chorus, Etc.	19	7.6	9.6	16.2
Cheerldr, Sport	21	8.4	10.7	26.9
Clubs, Sorority	39	15.5	19.8	46.7
Several of Above	105	41.8	53.3	100.0
	<u>54</u>	<u>21.5</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	



## EXHIBIT 2 (Cont.)

## ITEM 5 SOURCE OF COLLEGE MONEY

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Fm Parent-Guardian	28	11.2	11.2	11.2
Part-Time Job	23	9.2	9.2	20.5
Regular Job	13	5.2	5.2	25.7
Scholarship	13	5.2	5.2	30.9
Parents, Job, Etc.	172	68.5	69.1	100.0
	<u>2</u>	<u>0.8</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

With regard to "enlistment" variables, only 44% took greater than 6 months to deliberate before joining the Navy, while 18% of the women decided to join in less than one month. Additionally, these women officers, while deliberating, received overwhelming approval regarding their joining of the Navy, by both family and friends. However, no specific person or group of persons encouraged the women more than any other. More than half first considered the Navy during or after completing their senior year of college. Furthermore, more than 66% of the women first talked to a Navy recruiter in the recruiter's office. Only 22% were able to first talk to a recruiter while on their college campus. Of interest, the majority of women who joined the Navy prior to their twenty-first birthday, either first talked to a Navy recruiter on their college campus or went directly into the NROTC program, by-passing the recruiter completely. Finally, before joining the Navy, over 48% of the women surveyed considered other uniformed services, however, only 20% applied. (See Exhibit 3)



## EXHIBIT 3

## RESPONSES TO "ENLISTMENT" VARIABLES

## ITEM 1 LENGTH OF TIME TAKEN BEFORE "ENLISTMENT"

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Less Than 1 Month	46	18.3	18.3	18.3
Less Than 4 Months	64	25.5	25.5	43.8
Less Than 6 Months	30	12.0	12.0	55.8
6 Months to 1 Yr	55	21.9	21.9	77.7
Greater Than 1 Yr	<u>56</u>	<u>22.3</u>	<u>22.3</u>	100.0
Total	251	100.0	100.0	

## ITEM 2 FEELINGS CONCERNING "ENLISTMENT" - FATHER

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Approved	190	75.7	85.2	85.2
Disapproved	33	13.1	14.8	100.0
	<u>28</u>	<u>11.2</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 3 FEELINGS CONCERNING "ENLISTMENT" - MOTHER

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Approved	211	84.1	86.8	86.8
Disapproved	32	12.7	13.2	100.0
	<u>8</u>	<u>3.2</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	



## EXHIBIT 3 (cont.)

## ITEM 4 FEELINGS CONCERNING "ENLISTMENT" - SIBLINGS

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Approved	193	76.9	83.5	83.5
Disapproved	38	15.1	16.5	100.0
	<u>20</u>	<u>8.0</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 5 FEELINGS CONCERNING "ENLISTMENT" - HUSBAND

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Approved	24	9.6	80.0	80.0
Disapproved	6	2.4	20.0	100.0
	<u>221</u>	<u>88.0</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 6 FEELINGS CONCERNING "ENLISTMENT" - PEERS

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Approved	163	64.9	67.4	67.4
Disapproved	79	31.5	32.6	100.0
	<u>9</u>	<u>3.6</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	





# EXHIBIT 3 (cont.)

## ITEM 7 PERSON WHO WAS MOST ENCOURAGING

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Father or Mother	34	13.5	13.7	13.7
Brothers or Sisters	10	4.0	4.0	17.7
My Friends	10	4.0	4.0	21.7
My Recruiter	8	3.2	3.2	24.9
No One	187	74.5	75.1	100.0
	<u>2</u>	<u>0.8</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 8 TIME FIRST CONSIDERED THE NAVY

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Before High School	12	4.8	4.8	4.8
While in High School	44	17.5	17.6	22.4
Before Sr Yr Col	46	18.3	18.4	40.8
Sr Yr in College	43	17.1	17.2	58.0
After College	105	41.8	42.0	100.0
	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 9 PLACE FIRST TALKED TO NAVY RECRUITER

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
College Campus	54	21.5	21.6	21.6
Recruiters Office	167	66.5	66.8	88.4
Shopping Ctr	1	0.4	0.4	88.8



EXHIBIT 3 (cont.)

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Other	28	11.2	11.2	100.0
	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

ITEM 10 MILITARY SERVICES INQUIRIES

CATEGROY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
No	88	35.1	35.2	35.2
Thought,Joined Navy	112	44.6	44.8	80.0
Applied,Joined Navy	49	19.5	19.6	99.6
	<u>2</u>	<u>0.8</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

The factors that had the greatest influence on the women's decision to join the Navy were as follows:

1. Need to be on her own and be financially independent.
2. Wanted to travel and meet new people.
3. Needed to know her own capacities and resources better.
4. Felt she owed something to her country, i.e., for patriotic reasons.
5. Wanted a challenging job with opportunities available for advancement.

(See Exhibit 4)



# EXHIBIT 4

## RESPONSES TO MOTIVATIONAL ITEMS

### ITEM 1 REASON-SECURITY

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	43	17.1	17.3	17.3
Important	99	39.4	39.8	57.0
Neither	61	24.3	24.5	81.5
Not Very Important	31	12.4	12.4	94.0
Unimportant	15	6.0	6.0	100.0
	<u>2</u>	<u>0.8</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

### ITEM 2 REASON-RESPECT FOR NAVY

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	62	24.7	24.9	24.9
Important	113	45.0	45.4	70.3
Neither	63	25.1	25.3	95.6
Not Very Important	7	2.8	2.8	98.4
Unimportant	4	1.6	1.6	100.0
	<u>2</u>	<u>0.8</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

### ITEM 3 REASON-FINANCIAL INDEPENDENCE

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	134	53.4	53.6	53.6
Important	66	26.3	26.4	80.0



## EXHIBIT 4 (cont.)

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Neither	28	11.2	11.2	91.2
Not Very Important	4	1.6	1.6	92.8
Unimportant	18	7.2	7.2	100.0
	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 4 REASON-MONEY AND BENEFITS

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	47	18.7	18.8	18.8
Important	84	33.5	33.6	52.4
Neither	77	30.7	30.8	83.2
Not Very Important	24	9.6	9.6	92.8
Unimportant	18	7.2	7.2	100.0
	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 5 REASON-TRAVEL AND MEET NEW PEOPLE

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	137	54.6	55.0	55.0
Important	78	31.1	31.3	86.3
Neither	22	8.8	8.8	95.2
Not Very Important	7	2.8	2.8	98.0
Unimportant	5	2.0	2.0	100.0





## EXHIBIT 4 (cont.)

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	<u>2</u>	<u>0.8</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 6 REASON-NOT READY TO CONTINUE SCHOOLING

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	38	15.1	15.4	15.4
Important	50	19.9	20.2	35.6
Neither	50	19.9	20.2	55.9
Not Very Important	25	10.0	10.1	66.0
Unimportant	84	33.5	34.0	100.0
	<u>4</u>	<u>1.6</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 7 REASON-GI BILL

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	24	9.6	10.0	10.0
Important	36	14.3	15.0	25.0
Neither	38	15.1	15.8	40.8
Not Very Important	31	12.4	12.9	53.7
Unimportant	111	44.2	46.2	100.0
	<u>11</u>	<u>4.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	



## EXHIBIT 4 (cont.)

## ITEM 8 REASON-GAIN WORTHWHILE SALABLE SKILL

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	53	21.1	21.5	21.5
Important	83	33.1	33.7	55.3
Neither	45	17.9	18.3	73.6
Not Very Important	27	10.8	11.0	84.6
Unimportant	38	15.1	15.4	100.0
	<u>5</u>	<u>2.0</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 9 REASON-NEEDED A JOB OR BETTER JOB

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	60	23.9	24.4	24.4
Important	62	24.7	25.2	49.6
Neither	41	16.3	16.7	66.3
Not Very Important	28	11.2	11.4	77.6
Unimportant	55	21.9	22.4	100.0
	<u>5</u>	<u>2.0</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 10 REASON-HAVE HUSBAND ETC IN SERVICE

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	12	4.8	4.9	4.9
Important	18	7.2	7.3	12.2
Neither	30	12.0	12.2	24.5
Not Very Important	13	5.2	5.3	29.8



## EXHIBIT 4 (cont.)

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Unimportant	172	68.5	70.2	100.0
	<u>6</u>	<u>2.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 11 REASON-GET AWAY FROM FAMILY AND HOME

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	16	6.4	6.5	6.5
Important	50	19.9	20.3	26.8
Neither	42	16.7	17.1	43.9
Not Very Important	28	11.2	11.4	55.3
Unimportant	110	43.8	44.7	100.0
	<u>5</u>	<u>2.0</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 12 REASON-HELP FAMILY FINANCIALLY

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	9	3.6	3.7	3.7
Important	22	8.8	8.9	12.6
Neither	22	8.8	8.9	21.5
Not Very Important	25	10.0	10.2	31.7
Unimportant	168	66.9	68.3	100.0
	<u>5</u>	<u>2.0</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	



# EXHIBIT 4 (cont.)

## ITEM 13 REASON-NEEDED TO KNOW OWN CAPACITIES

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	82	32.7	33.3	33.3
Important	78	31.1	31.7	65.0
Neither	38	15.1	15.4	80.5
Not Very Important	22	8.8	8.9	89.4
Unimportant	26	10.4	10.6	100.0
	<u>5</u>	<u>2.0</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

Of interest, there were mixed results regarding the women's desire to get away from traditional "women's roles". Only 39% reported this factor as being very important or important to her decision to join the Navy, while 33% indicated not very important or unimportant. The remainder marked neither important or unimportant. In contrast, almost 67% stated that they participated in "traditional male" activities such as watching or playing sports and/or making automotive or household repairs. (See Exhibit 5)

# EXHIBIT 5

## RESPONSES TO MOTIVATIONAL ITEMS (ETC.)

## ITEM 1 REASON-ESCAPE TRADITIONAL WOMEN'S ROLES

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Very Important	52	20.7	21.1	21.1
Important	44	17.5	17.9	39.0
Neither	68	27.1	27.6	66.7





## EXHIBIT 5 (cont.)

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Not Very Important	23	9.2	9.3	76.0
Unimportant	59	23.5	24.0	100.0
	<u>5</u>	<u>2.0</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

## ITEM 2 PARTICIPATION IN MALE ACTIVITIES

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Often	93	37.1	37.3	37.3
Occasionally	75	29.9	30.1	67.5
Not Those Things	40	15.9	16.1	83.5
Never	24	9.6	9.6	93.2
No Males in House	17	6.8	6.8	100.0
	<u>2</u>	<u>0.8</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	

Breaking down the data into ethnic groups proved to be interesting. This was done to determine whether there exist any difference between black and caucasian women officers with regard to their reasons for joining the Navy. Black women officers, of which there were only 13 out of the total 251, chose the following factors in addition to the above mentioned, as being of importance to them:

1. Had a basic respect for the military.
2. Wanted to gain a worthwhile salable skill.



Regarding their desires to get away from traditional "women's roles", the same number of black officers stated that it was important as did those saying it was unimportant. (See Exhibit 6)

## EXHIBIT 6

### RESPONSES OF BLACK FEMALE OFFICERS TO MOTIVATIONAL ITEMS

#### ITEM 1 REASON - FINANCIAL INDEPENDENCE

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Very Important	8.0	61.5
Important	3.0	23.1
Neither	0.0	0.0
Not Very Important	0.0	0.0
Unimportant	2.0	15.4

#### ITEM 2 REASON - TRAVEL AND MEET NEW PEOPLE

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Very Important	8.0	61.5
Important	2.0	15.4
Neither	3.0	23.1
Not Very Important	0.0	0.0
Unimportant	0.0	0.0

#### ITEM 3 REASON - NEED TO KNOW OWN CAPACITIES

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Very Important	7.0	53.8
Important	4.0	30.8
Neither	2.0	15.4



# EXHIBIT 6 (cont.)

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Not Very Important	0.0	0.0
Unimportant	0.0	0.0

## ITEM 4 REASON - RESPECT FOR NAVY

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Very Important	0.0	0.0
Important	11.0	84.6
Neither	2.0	15.4
Not Very Important	0.0	0.0
Unimportant	0.0	0.0

## ITEM 5 REASON - GAIN WORTHWHILE SALABLE SKILL

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Very Important	5.0	38.5
Important	6.0	46.2
Neither	0.0	0.0
Not Very Important	1.0	7.7
Unimportant	1.0	7.7

## ITEM 6 REASON - ESCAPE TRADITIONAL WOMEN'S ROLES

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Very Important	1.0	7.7
Important	3.0	23.1
Neither	5.0	38.5



## EXHIBIT 6 (cont.)

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Not Very Important	1.0	7.7
Unimportant	3.0	23.1

Very little deviation from those major influential factors already listed occurred when data was broken down by age at time of "enlistment".

Finally, one question was asked concerning personal life goals. The largest proportion of women (53%) said that they wished to combine career, marriage and motherhood. 27% wanted to combine career and marriage, but not have children. Only 4 women out of the total 248 who answered this question wanted to work until she met the "right man" then stay home and raise a family. Black women officers chose unanimously to combine career, marriage and motherhood. (See Exhibit 7)

## EXHIBIT 7

## RESPONSES TO ATTITUDINAL ITEMS

## ITEM 1 LIFE GOALS (ENTIRE SAMPLE)

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Work,Marry,Child	4	1.6	1.6	1.6
Work,Child,Work	19	7.6	7.7	9.3
Work,Marriage Only	68	27.1	27.4	36.7
Work,Marriage,Child	146	58.2	58.9	95.6
Work Only	11	4.4	4.4	100.0
	<u>3</u>	<u>1.2</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	





# EXHIBIT 7 (cont.)

## ITEM 2 LIFE GOALS FOR BLACK FEMALE OFFICERS

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Work,Marry,Child	0.0	0.0
Work,Child,Work	0.0	0.0
Work,Marriage Only	0.0	0.0
Work,Marriage,Child	13.0	100.0
Work Only	0.0	0.0

Additional demographic data was requested by this author for informational purposes only. Exhibit 8 details the results. (See Exhibit 8)

## EXHIBIT 8

### RESPONSES TO ADDITIONAL DEMOGRAPHIC DATA

#### ITEM 1 PLACE LIVING PRIOR TO JOINING NAVY

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
With My Family	93	37.1	37.1	37.1
In Own Apt-Home	81	32.3	32.3	69.3
With My Husband	11	4.4	4.4	73.7
College-Grad School	57	22.7	22.7	96.4
Other	<u>9</u>	<u>3.6</u>	<u>3.6</u>	100.0
Total	251	100.0	100.0	

#### ITEM 2 COMMISSIONING SOURCE

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
OC School	197	78.5	78.5	78.5
NROTC	32	12.7	12.7	91.2



## EXHIBIT 8 (cont.)

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
USNA	1	0.4	0.4	91.6
Other	<u>21</u>	<u>8.4</u>	<u>8.4</u>	100.0
Total	251	100.0	100.0	

## ITEM 3 PRESENT AGE

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
20-22 Years	10	4.0	4.0	4.0
23-25 Years	74	29.5	29.5	33.5
26-30 Years	134	53.4	53.4	86.9
31-35 Years	32	12.7	12.7	99.6
36 or Older	<u>1</u>	<u>0.4</u>	<u>0.4</u>	100.0
Total	251	100.0	100.0	

## ITEM 4 PRESENT RANK

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
OC-Midshipman	1	0.4	0.4	0.4
Ensign	96	38.2	38.2	38.6
LTJG	74	29.5	29.5	68.1
LT	71	28.3	28.3	96.4
LCDR	8	3.2	3.2	99.6
Missing	<u>1</u>	<u>0.4</u>	<u>0.4</u>	100.0
Total	251	100.0	100.0	



## EXHIBIT 8 (cont.)

## ITEM 5 LENGTH OF NAVAL SERVICE

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Less Than 1 Yr	18	7.2	7.2	7.2
Btw 1 and 2 Yrs	94	37.5	37.5	44.6
Btw 3 and 5 Yrs	69	27.5	27.5	72.1
Btw 5 and 8 Yrs	51	20.3	20.3	92.4
Longer Than 8 Yrs	<u>19</u>	<u>7.6</u>	<u>7.6</u>	100.0
Total	251	100.0	100.0	

## ITEM 6 RACIAL OR ETHNIC GROUP

CATEGORY LABEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
Afro-American	13	5.2	5.2	5.2
American Indian	2	0.8	0.8	6.0
Hispanic	3	1.2	1.2	7.2
Oriental	4	1.6	1.6	8.8
White-Caucasian	227	90.4	91.2	100.0
	1	0.4	Missing	100.0
Out of Range	<u>1</u>	<u>0.4</u>	<u>Missing</u>	100.0
Total	251	100.0	100.0	



## V. ADDITIONAL STUDY

Few studies have been conducted to date concerning what type of woman joins the officer corps and/or the reasons for her joining the Navy. One study, however, adds additional insight to these questions as well as corroborates certain demographic data collected by this author. Jules Borak (1978) performed a study concerned with estimating the number of women interested in joining the Navy under current conditions and under alternate options. He also determined some demographic and attitudinal characteristics of this interested population. Although the demographic and attitudinal data collected were from those displaying interest instead of from those who had actually exhibited the behavior of joining the Navy, this information can, however, be extremely valuable to a recruiter in determining a person's intentions to join the Navy. Additionally, such information can be very useful for developing a plan of action to find these interested women, with the least amount of wasted effort, for the expressed purpose of persuading these women, if qualified, to actually join the officer corps.

To collect his data, Borack conducted telephone screening interviews with 1820 women (ages 18 to 25), 280 of which were on college campuses. To ensure geographical dispersion and representativeness, a national random digit dialing system was used.

Individuals who responded that they were "extremely", "very", or "quite" interested in joining the military under current conditions were defined to be positive propensity individuals. (See Exhibit 9)





## EXHIBIT 9

### INTEREST LEVEL OF POSITIVE PROPENSITY WOMEN

Interest Level	Current Condition
Extremely Interested	17.0
Very Interested	18.0
(Positive Propensity)	(35.0)
Rather Interested	11.0
Not Too Interested	16.0
Not At All Interested	<u>18.0</u>
Total	100.0

Source: Borack, Intentions of Women to Join the Military: Results of a National Survey, 1978.

Positive propensity women were found to be more people oriented and less oriented toward working with electronics, machines, etc. They also tended to have some formal education.

The interest level of women increased when an option (Option I) other than the current condition, involving training and service in non-traditional fields (but preclusion of service on ships, on aircraft or in combat areas) was presented. When a similar option (Option II) involving service on some ships, aircraft or combat support areas was offered, interest declined. A third option (Option III) involving equal treatment to that received by men (same job/training, service on ships and in aircraft, and in combat) resulted in responses similar to those of previous options [Borack, 1978]. (See Exhibit 10)



# EXHIBIT 10

## PERCENT OF WOMEN INTERESTED IN JOINING THE MILITARY UNDER VARIOUS CONDITIONS

INTEREST LEVEL	CURRENT CONDITIONS	OPTION I	OPTION II	OPTION III
Extremely Interested	3.0	5.0	3.0	4.0
Very Interested	6.0	9.0	8.0	8.0
Quite Interested	5.0	10.0	9.0	8.0
(Positive Propensity)	(14.0)	(24.0)	(20.0)	(20.0)
Rather Interested	9.0	12.0	10.0	10.0
Not Too Interested	28.0	22.0	20.0	18.0
Not At All Interested	49.0	42.0	50.0	52.0

Source: Borack, Intentions of Women to Join the Military: Results of a National Survey, 1978.

Demographic data from women with a positive propensity to join the Navy collected by Borack showed many similarities to that data from women currently serving as officers on active duty, gathered by this author. Both interested women and those currently serving tended to reside or did reside in the middle and south Atlantic states. Thus it appears that women in this area are more interested in joining, and do in fact join the military than do women in any other area.

Concerning age, women within the age group (21-25 years of age) comprised the greatest percentage of their positive propensity group (53%). This data corresponds to that collected by this author in that 59% of women officers currently on active duty, first considered, and thus had an interest in the military (Navy), during or after their senior year in college (which generally encompasses the age group 21-25 or older).



Racial composition information gathered by Borack indicated a higher percentage of white women than black women are interested in joining the Navy. This fact complies with the facts concerning the current racial composition of the women officers in the Navy. This author's information showed that white officers out-number black women officers by more than 15 to 1. (See Exhibit 11)

#### EXHIBIT 11

##### PERCENT OF POSITIVE PROPENSITY WOMEN BY DEMOGRAPHIC CHARACTERISTICS UNDER CURRENT CONDITIONS

Item	Positive Propensity Women
Region of Country	
New England	7.0
Middle Atlantic	19.0
East North Central	18.0
West North Central	4.0
South Atlantic	18.0
East South Central	6.0
West South Central	10.0
Mountain	4.0
Pacific	13.0
Item	Positive Propensity Women
Age	
17	16.0
19	18.0
20	13.0
21	14.0



# EXHIBIT 11 (cont.)

Item	Positive Propensity Women
Age	
22	13.0
23	8.0
24	6.0
25	12.0
Racial Composition	
Black	27.0
White	71.0
Other	2.0

Source: Borack, Intentions of Women to Join the Military: Results of a National Survey, 1978.

Regarding traditional verses non-traditional activities, positive propensity women were generally uninterested in non-traditional activities. However, they were less interested in traditional activities and more interested in non-traditional activities than were all other women [Borack, 1978]. (See Exhibit 12)

## EXHIBIT 12

### PERCENTAGE OF POSITIVE PROPENSITY WOMEN AND ALL OTHER WOMEN HAVING EXTREME INTEREST OR NO INTEREST IN TRADITIONAL AND NON-TRADITIONAL ACTIVITIES

Women's Activities	Positive Propensity Women			All Other Women		
	Ext.	Int.	No Int.	Ext.	Int.	No Int.
<u>Non-Traditional</u>						
Hiking	31.0		10.0	19.0		9.0
Jogging	25.0		9.0	14.0		12.0





# EXHIBIT 12 (cont.)

Women's Activities	Positive Propensity Women			All Other Women		
	Ext.	Int.	No Int.	Ext.	Int.	No Int.
Working with Autos	14.0		26.0	4.0		36.0
Fixing Things	14.0		18.0	5.0		29.0
Building from Wood	13.0		15.0	8.0		20.0
Laying Home Foundation	11.0		30.0	3.0		46.0
Making a Radio	9.0		27.0	3.0		41.0
Hauling Logs	3.0		54.0	1.0		62.0
<u>Traditional</u>						
Caring for Patients	44.0		6.0	19.0		14.0
Bookkeeping	17.0		19.0	11.0		24.0
Typing	16.0		17.0	12.0		19.0

Source: Borack, Intentions of Women to Join the Military: Results of a National Survey, 1978.



## VI. CONCLUSIONS AND RECOMMENDATIONS

The data demonstrated that there are similarities among women officers with regard to their background, motivational factors, demographic and attitudinal characteristics. These women are highly motivated to make something out of their lives, to pursue challenging experiences, to be independent, to learn the limits of their capabilities and to travel and meet new people. The popular belief that women join the military to escape from their families or hometown is not supported by this data [Thomas, 1977, p. 71].

These women are well educated in numerous fields of study. Many have not only earned undergraduate degrees, but have also acquired advanced degrees.

At time of "enlistment", most were unmarried and between the ages of 22-25. An overwhelming percentage of these women had the approval of both family and friends.

Escaping traditional "women's roles" is important to some women and unimportant to others. No general consensus either way exists.

Armed with this information as well as the other data collected in this study, the recruiter's abilities to recruit qualified women is greatly enhanced. By determining the attitudinal, background and demographic characteristics of interested women and/or women applicants and comparing these characteristics to those of the women surveyed in this study, the recruiter can better ascertain this person's degree of propensity to join.

Additionally, the recruiter, by becoming familiar with this data can decrease somewhat, the amount of effort required to first "find" interested



and qualified women and then "sell" these women on the Navy. For example, the data shows that most of the women officers surveyed went to medium or large state colleges or universities. This thus suggests that it will be more effective and efficient for recruiters to spend more time recruiting at medium to large size colleges/universities. Furthermore, by knowing the factors which are the most influential to those women surveyed in their decision to join the Navy, the recruiter can now emphasize such factors, while "selling" the Navy and thus possibly, increase his/her probability for a successful "recruitment".

While this data does not indicate a need for drastic change with regard to recruiting strategies, this author does, however, feel compelled to make certain recommendations. These recommendations, which may be beneficial to the recruiter are as follows:

- (1) Recommend more recruiting be conducted on medium to large size college/university campuses. This practice will not only increase the awareness of many colligates, but also probably heighten their and other students' interest. Furthermore, by being more available and visible, increased numbers of applications to the Navy will undoubtedly occur. At the very least, this increased awareness resulting from increased visibility, will remain within the student's subconscious, increasing the possibility of the Navy being at least considered along with others, as a possible career field after graduation.

- (2) Recommend social sororities, professional fraternities, marching band organizations, special interest groups and clubs, etc., be utilized as avenues to present the Navy as a viable career opportunity. Many of these organizations, especially professional fraternities, sponsor



speakers on career possibilities open to their members. The Navy recruiter can take advantage of this open opportunity.

(3) Recommend increasing emphasis be placed on factors that may influence the decision of an interested, inquiring prospect. Based on the data collected, some factors which might be stressed are, in order of greatest emphasis, that the Navy offers:

- (a) travel and the chance to meet new, interesting people.
- (b) good financial compensation.
- (c) challenging career opportunities with responsibilities and chances for advancement.
- (d) equality of opportunity.
- (e) a way to serve one's country.
- (f) a chance to gain worthwhile salable skills.

Additionally, it is recommended that further emphasis be placed on the fact, when talking to freshman and sophomore students, that NROTC offers full scholarships to qualified individuals. With the advent of President Reagan's new economic cuts, many federal loans will be discontinued. Many students will be in the need of financial assistance to enable them to continue with their education. This need may prompt some students to consider the Navy as a viable source for financial support.

(4) Recommend that individuals inquiring about job opportunities for women in the Navy be told about both the non-traditional jobs (since 39% of the women officers surveyed did consider escape from traditional women's roles as being very important or important to them), i.e., intelligence, aviator, "ship driver", etc., as well as those available traditional jobs, i.e., personnel, administration, etc. If, however, the





recruiter can ascertain the woman's preference before explaining the two alternatives, recommend stressing that area in which the woman shows the most interest.

(5) Recommend that advertising materials such as billboards, posters, handouts, recruiting films, video tapes, etc., be revised to include more women officers functioning in non-traditional jobs within the Navy.

(6) Recommend future research be conducted. This study was conducted in the early 1980's. As times change, so will young people's attitudes, motivational factors, etc., concerning joining the Navy. Periodic updating of the information collected in this study is essential to assure recruiters useful, valid and timely information to be used in their women officer recruitment efforts. Additionally, further studies should be made to measure the following variables, since prior research with women has demonstrated that their propensity to affiliate with the military is related to these factors (in order):

- (a) highest level of education achieved by father.
- (b) highest level of education achieved by mother.
- (c) parental income or other indicator of socioeconomic status.
- (d) attitudes toward serving aboard ship.



## APPENDIX 1

### SURVEY - QUESTIONNAIRE

You are being asked to participate in a study involving Navy women officers. The questions in this survey concern your background and feelings with regard to the Navy. Your answers will be treated completely confidentially. In the thesis which will be prepared upon the completion of the study, only percentages or other group statistics will be indicated. Your cooperation is greatly appreciated and should benefit other Navy women officers joining the Navy in the future.

Upon completing the questionnaire, please place it into the provided pre-addressed, stamped envelope and mail it as soon as possible. If you wish a copy of the findings, please enclose, along with the questionnaire, a card with your name and address. Thank you.



This section is about you and your family during your college years and just prior to your joining the Navy. For each question, please choose the best answer from those given and print it in the space provided.

\_\_\_\_\_ 1. What was the size of your home town or the place you lived the longest? (Give your best estimate.)

1. I lived in the country or in a town of less than 5,000 people.
2. 5,000 to 20,000 people.
3. 20,000 to 100,000 people.
4. More than 100,000 people.
5. I lived in a suburb of a metropolitan area.

\_\_\_\_\_ 2. Just prior to joining the Navy, where were you living?

1. With my family.
2. In my own apartment/home.
3. With my husband.
4. At college/graduate school.
5. Other \_\_\_\_\_

\_\_\_\_\_ 3. In which of these activities did you participate in college? (Leave blank if none are true.)

1. Student government, NROTC.
2. Band, orchestra, glee club, drama, debate or school newspaper.
3. Cheerleader, drill team, varsity sport, intermural sports.
4. Special interest club, sorority.
5. Several of the above.

\_\_\_\_\_ 4. Where did your money come from while you were in college?

1. From my parents or guardians.
2. Earned money from a part-time job.
3. Earned money at a regular job.
4. Was on a scholarship.
5. From parents, job and/or scholarship.

\_\_\_\_\_ 5. Who encouraged you most in deciding to join the Navy?

1. My father or mother.
2. My brother(s) and/or sister(s).



3. My friends.
4. My recruiter.
5. No one encouraged me, I made the decision entirely on my own.
- \_\_\_\_\_ 6. How long did your decision to enlist in the Navy take? Consider the starting point to be the time when you first gave serious consideration to joining the service and the conclusion to be when you signed up with the recruiter.
  1. Less than one month.
  2. Less than four months.
  3. Less than six months.
  4. Greater than six months but less than a year.
  5. Greater than one year.
- \_\_\_\_\_ 7. Did you inquire about or consider the other military services?
  1. No.
  2. I thought about the other services but decided to join the Navy.
  3. I applied for another service in addition to the Navy, but decided on the Navy.
- \_\_\_\_\_ 8. What was your commissioning sources?
  1. Officer Candidate School
  2. NROTC
  3. USNA
  4. NESEP
  5. Other \_\_\_\_\_
- \_\_\_\_\_ 9. How old are you?
  1. 20-22
  2. 23-25
  3. 26-30
  4. 31-35
  5. 36 or older
- \_\_\_\_\_ 10. What is your rank?
  1. Officer Candidate/Midshipman
  2. Ensign
  3. LTJG





4. LT
5. LCDR

\_\_\_\_ 11. How long have you been in the Navy?

1. Less than one year.
2. Between one and three years.
3. Between three and five years.
4. Between five and eight years.
5. Longer than eight years.

\_\_\_\_ 12. Do you have a female friend or relative who has been in any military service?

1. Yes, a mother, grandmother and/or sister.
2. Yes, a good friend.
3. Yes, a good friend and a relative.
4. No, but I think I know quite a bit about what it's like for a woman.
5. No, and I don't know too much about it.

\_\_\_\_ 13. I used to participate with the males in my household in watching sporting events, playing at some sport, and/or making automotive or household repairs.

1. Often.
2. Occasionally.
3. We did things together, but not those things.
4. I never did things with the males in my household.
5. There were no males in my household.

\_\_\_\_ 14. Which of the following is closest to your life goals?

1. Work until I meet the right man, then stay home and raise a family.
2. Work until I meet the right man, stay home and raise a family, then go back to work when they are old enough.
3. Combine a career and a marriage, but not have children.
4. Combine career, marriage and motherhood.
5. Have a career and never marry.



- \_\_\_\_15. My feelings about wearing a Navy uniform are best expressed by the following statement:
1. I will wear it with pride.
  2. I will wear it when appropriate but really prefer civilian clothes.
  3. I think it is unattractive and cannot understand why women in the Navy have not pressured for something more stylish.
- \_\_\_\_16. Are you prior enlisted?
1. No
  2. Yes
- \_\_\_\_17. What was your major in college?
1. Sociology/psychology/biology
  2. Physics/engineering/mathematics/chemistry
  3. Education/physical education
  4. Art/music/history/english
  5. Other
- \_\_\_\_18. How many years of schooling have you had?
1. 4 years of college plus 1 year graduate school
  2. College plus 1 year graduate school
  3. College and graduate school (completed Master's)
  4. College and working on my PhD
  5. College and graduate school (completed PhD/MD)
- \_\_\_\_19. I graduated from a:
1. small "all girls" college. (less than 3500 students)
  2. small liberal arts college. (less than 3500 students, male and female)
  3. medium size college/university. (between 3500 and 10,000 students)
  4. large state university. (greater than 10,000 students)
  5. large private university (greater than 10,000 students)
- \_\_\_\_20. From what area of the country have you lived the longest?
1. Northeast
  2. Southeast



3. Midwest
4. Northwest
5. Southwest

\_\_\_\_ 21. What do you consider to be your main racial or ethnic group?

1. Afro-American/Black/Negro
2. American Indian/Alaskan Native
3. Hispanic/Puerto Rican/Mexican/Cuban/Latin/Chicano/Other Spanish
4. Oriental/Asian/Chinese/Japanese/Korean/Filipino/Pacific Islander
5. White/Caucasian

\_\_\_\_ 22. When you first joined the Navy, how old were you?

1. 18-20
2. 21-22
3. 23-25
4. 26-27
5. Over 27

\_\_\_\_ 23. When you decided to join the Navy, what was your marital status?

1. Married
2. Widowed
3. Divorced
4. Separated
5. Single, never married

\_\_\_\_ 24. When did you first consider the Navy?

1. Before high school
2. While in high school
3. Before my senior year in college
4. During my senior year in college
5. After completing college

\_\_\_\_ 25. Where did you first talk to a Navy recruiter?

1. College campus
2. Recruiter's office



3. Shopping center
4. County fair/community event
5. Other \_\_\_\_\_

How did your family and friends feel about your joining the Navy? For each of the next five questions, print a "1" if the person(s) Approved or a "2" if they Disapproved. Choose the response that represents the majority view if the item refers to more than one person.

- \_\_\_\_ 26. Father
- \_\_\_\_ 27. Mother
- \_\_\_\_ 28. Brother(s) and/or sister(s)
- \_\_\_\_ 29. Husband
- \_\_\_\_ 30. Peers and friends

Listed below are factors that may or may not have led to your decision to join the Navy. Read the item and then decide whether the factors were important in you decision. Print your answer along side the appropriate question.

- 1 - Very important
- 2 - Important
- 3 - Neither important or unimportant
- 4 - Not very important
- 5 - Unimportant or doesn't apply to me

- \_\_\_\_ 31. I wanted the security I felt I could find in the Navy.
- \_\_\_\_ 32. I have a basic respect for the military.
- \_\_\_\_ 33. I wanted to be on my own and be financially independent.
- \_\_\_\_ 34. I needed the money and benefits you get in the Navy.
- \_\_\_\_ 35. I wanted to travel and meet new people.
- \_\_\_\_ 36. I was not ready to continue my schooling, e.g., graduate school and I didn't necessarily want to get married.
- \_\_\_\_ 37. I wanted to be able to use the G.I. Bill so that I could further my education, learn a new skill or get quick schooling/training.
- \_\_\_\_ 38. I wanted to gain a worthwhile, salable skill.
- \_\_\_\_ 39. I needed a job or a better job and there were few job opportunities where I lived.





- \_\_\_\_ 40. I have a husband, relative(s) or male friend in the service.
- \_\_\_\_ 41. I wanted to get away from my family and hometown.
- \_\_\_\_ 42. I wanted to help my family financially.
- \_\_\_\_ 43. I needed to know my own capacities and resources better.
- \_\_\_\_ 44. I wanted to get away from the traditional "woman's role", e.g.,  
go to sea, fly a Navy plane, etc.
- \_\_\_\_ 45. Other \_\_\_\_\_.

THANK YOU!!

Partial Source: Thomas, Why Women Enlist: The Navy as an Occupational  
Choice, 1977.



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